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ABSTRACT

A questionnaire was developed to obtain the following information about students who transfer from four-year colleges to two-year colleges: (1) demographic; (2) reason for leaving four-year institution; (3) future plans; and (4) comparison between institutions. The majority of reverse transfers came from families with income over $7,000 whose parents are engaged in work other than unskilled or semi-skilled. Reverse transfers expected to raise their grade-point average more than one point. The four-year college adviser was of greatest help in making academic decisions at the four-year school, but no specific person helped make the decision to enroll in a two year college. In terms of goals, vocational-technical transfers expected to get a job, while arts and sciences transfers expected to continue school. Sixty-one percent of the reverse transfers were happier in the two-year college. Two-year college instructors were rated higher on ability to stimulate thinking and make courses interesting; two-year instructors were also rated higher in their role as counselors. (RS)

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REVERSE TRANSFERS:

STUDENTS WHO TRANSFER FROM FOUR-YEAR COLLEGES

TO

TWO-YEAR COLLEGES

By

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CLEARINGHOUSE FOR
JUNIOR COLLEGE

A new facet in the articulation problem between two and four-year institutions of post-secondary education is the reverse transfer student: students who transfer from four-year colleges to two-year colleges. It is well within the open door policies of community colleges to accept such transfer students (Meadows and Ingle, 1968; Kintzer, 1966; Muck and Undem, 1965; Boze, 1962; Simon, 1967; McKibben, 1966; Kuznik, 1972) and it would appear that this new phenomenon in higher education will likely continue to increase in occurrence (Illinois Council on Articulation, 1970). Therefore, it is of merit for educators to compile information about these students so educational institutions can begin to seek ways to meet the reverse transfer students' needs.

For the purposes of this study, a questionnaire was developed to obtain the following types of information about reverse transfer students:

1) demographic

2) reasons for leaving the four-year institution

3) future plans

4) comparisons between the four-year and two-year institutions

The questionnaire was distributed to student personnel administrators and workers in all two-year post-secondary institutions in the state of Iowa through the Office of Community College Affairs at The University of Iowa and The American College Testing Program. The student personnel staffs on the twenty-two campuses of the two-year institutions were asked to administer the questionnaire to students who had transferred from a four-year college and were currently attending their two-year institutions in the 1969-70 school year. Three hundred and fifteen students, 271 in the arts and sciences program and 44 in the vocational-technical program, completed the questionnaire.

Results

Descriptive Data

The family income of the typical reverse transfer in Iowa is over $7,000. Twenty percent listed their family income as between $7,000 and $8,999, 25% as between $9,000 and $11,999, and 28% as $12,000 or more. Reverse transfer students going into vocational-technical curriculums were very similar to those going into the arts and sciences program in regard to family income.

Reverse transfers often come from smaller types of communities as 57% were from cities of less than 25,000 and 35% come from communities of less than 2,500. Again, vocational-technical transfer students were quite similar to arts and sciences transfer students in terms of hometown size.

Seventy-nine percent of the mothers and 70% of the fathers of both the arts and sciences students and the vocational-technical students graduated from high school. Although approximately 13% of the parents graduated from college, more mothers of arts and sciences majors (33%) had collegiate experience than did mothers of vocational-technical majors (21%). This was not true of fathers. The percentage of fathers of arts and sciences majors with college experience was nearly the same as for fathers of vocational-technical majors.

The largest categories picked by reverse transfer students in both the vocational-technical and the arts and sciences programs for their mother's occupation were: domestic service - 24%, clerical worker - 25%, and professional - 15%. The remaining 36% were scattered in a variety of occupational categories.

Fathers' occupation was most often indicated to be in the following fields: semi-skilled worker - 6%, skilled worker or foreman - 17%, farm or ranch owner or manager - 19%, proprietor or owner - 13%, manager - 10%, and professional - 12%. The remaining 23% were scattered in a variety of occupational categories. It appears that the majority of reverse transfer students come from homes where the parents are engaged in work other than unskilled or semi-skilled.

The typical reverse transfer student is single (74%) with the rest married, divorced or widowed. In addition, most of the reverse transfers (53%) lived with their mothers and fathers. It should be noted that 21% of the reverse transfers were married and owned their homes.

Approximately 60% of the reverse transfer students lived in a household that consisted of three to five persons.

A comparison of the work patterns of the transfer students at both the four-year and two-year institutions can be made by looking at Table 1. The arts and sciences majors spend more time working while attending the two-year college but the vocational-technical students tend to maintain about the same work habits.

TABLE 1

The views expressed by the reverse transfer students in this study differed from the views expressed by the junior college sample in a study conducted in 1967 (Baird, Richards, and Shevel, 1969). In our study more of the reverse transfers either did not work at all or not on a regular basis as compared to typical two-year college students described in the 1967 study.

The reverse transfer students in our sample ranked above the mean of community-junior college students in the national 1970 ACT Class Profile Report in all sub-tests of the ACT exmination. These results are shown in Table 2. Munday (1969) concluded that terminal students had lower ACT composite scores than did transfer students; however, this was not the case with the reverse transfer students in vocational-technical curriculums, as their ACT scores were comparable with the arts and sciences transfers. This might have been anticipated as these students were originally admitted at a four-year college.

TABLE 2

Inspection of the results in Table 3 indicated that many of the reverse transfers were experiencing academic difficulty while attending the four-year college. The realization of academic difficulty was apparent since the four-year GPA for arts and sciences and vocational-technical students was 1.87 and 1.90 respectively. However, they anticipated raising their grade-point-average more than one letter grade at the two-year institution. This was true of both the vocational-technical majors and the arts and sciences majors. This finding was confirmed in the results contained in an unpublished dissertation (Kuznik, 1971).

TABLE 3

The reverse transfer sample indicated four major goals in attending college: to develop mind and intellectual abilities (45%), secure vocational or professional training (48%), earn a higher income (39%), and develop personality (15%). The vocational-technical majors were more inclined toward the vocational training goal than were the arts and sciences majors. These goals are similar to those in the 1967 junior college sample (Baird, Richards, and Shevel, 1969) except for the reverse transfers' interest in development of personality.

TABLE 4

Factors Pertaining to Why Reverse Transfer Students Left the Four-Year Colleges

When asked to identify sources of significant help in making academic decisions at the four-year college, the transfers into the vocational-technical two-year program responded quite similarly to the arts and sciences transfers. Both groups picked their four-year college advisor as the most significant source of help (40%). However, the second choice was the category "no one"(29%). Other categories within the institution such as the registrar and dorm advisor were selected by only a small percentage of students (1%).

It is obvious from Table 5 that very few of the four-year college offices were of major assistance to many of the reverse transfer students. The greatest source of help was indicated to be the academic advisor by apporoximately one out of five students. This means that about 80% of the students received little or no help from their academic advisor. Even more alarming, nearly 90% received little or no help from the counseling facilities. Over 95% received little or no help from the student affairs office.

TABLE 5

Reverse transfer students indicated that three major sources were of help in making the decision to enroll at a two-year institution. Those sources were friends (24%), parents or relatives (19%), and the category "no one" (48%). This result is similar to the conclusion of Kuznik (1972).

Arts and sciences majors picked the following reasons as to why they enrolled at the two-year institution: low tuition (72%), close to home (67%), and opportuni to raise their grade-point-averages (50%). Vocational-technical majors indicated

the following reasons for their enrolling at a two-year institution: offers a program I want (84%), close to home (68%), and low tuition (64%). Both groups (arts and sciences - 34%, vocational-technical - 46%) also indicated the smaller-sized school was a factor.

It may be observed from Table 6 that twenty-eight percent of the arts and sciences transfers and no vocational-technical students indicated the four-year college would have had to provide better loans or scholarship help in order to have kept those students. In addition, 30% of the arts and sciences students indicated they wanted more concerned and helpful instructors.

Vocational-technical students (37%) also indicated the need for more concerned and helpful instructors while 26% of them wanted more reasonable academic requirements.

TABLE 6

Plans

When asked to indicate the highest level of education the reverse transfer students expected to complete, a large discrepancy was noted between the arts and sciences students and the vocational-technical students. Sixty-one percent of the vocational-technical students planned to obtain only a junior college degree as compared with 5% of the arts and sciences majors. On the other hand, while 39% of the vocational-technical students indicated they expected to complete a bachelor's degree or beyond, this was true of 95% of the arts and sciences majors.

Arts and sciences transfers also indicated that they anticipated a higher annual income ten years after college graduation than did the vocational-technical students. Sixty-four percent of the arts and sciences students planned to earn

$10,000 or more per year as did 45% of the vocational-technical students.

Again, large discrepancies appeared between the vocational-technical students and the arts and sciences students when they indicated their plans for after the two-year college. As presented in Table 7, 79% of the vocational-technical students planned to get a job and 78% of the arts and sciences majors planned to return to college. It would appear that the arts and sciences majors were quite confident of their ability to raise their grade-point-average as they planned to return to a four-year school. This would be in line with their anticipated grades as contained in Table 3.

TABLE 7

Overall, approximately 68% of the total sample did not plan to obtain a job. Of those that did plan to obtain a job, they had the following plans:

1) Specific job promised was indicated by 18% of the reverse transfers
2) Specific job for a particular firm was indicated by 22% of the reverse transfers
3) Specific job not for a particular firm was indicated by 39% of the reverse transfers
4) General training was indicated by 21% of the reverse transfers

Although, as previously indicated, the overwhelming majority of the transfer students planned to continue their education, a majority of these students indicated they did not plan to re-enter their former four-year institution (64%).

Reactions to Higher Education

Reverse transfer students (61%) were more satisfied in the two-year college than they were in the four-year college. This finding is consistent

with that of Kuznik (1972). About 25% were as satisfied in their new college environment as they were in the four-year college. Only 14% were less satisfied in the two-year college.

By inspecting the results of Table 8, it seem that the following observations can be made about the sample:

1) More time is given to student discussion in two-year college classes than in four-year college classes.

2) How well the student is doing is indicated in two-year college classes better than in four-year college classes.

3) Four-year college instructors are more interested in their students in an academic sense than in a personal sense than are two-year college instructors.

4) Two-year college instructors encourage questions in class more than do four-year college instructors.

5) Two-year college instructors do a better job of letting students know what they expect from them than do four-year college instructors.

6) There is more laughing and joking (relaxed atmosphere) in two-year college classes than in four-year college classes.

7) More two-year college instructors want students to consider their own values and outlooks than do four-year college instructors.

8) Two-year college instructors ask more questions in class than do four-year college instructors.

9) Two-year college instructors do a better job of telling students how well they are doing and how they are meeting the instructor's expectations than do four-year college instructors.

10) Two-year college instructors seem more concerned with understanding the general implications of ideas in everyday life (practical applications) than do four-year college instructors.

11) Students in two-year colleges are asked more often to give verbal reports of assignments than are students in four-year colleges.

12) Examinations in four-year colleges more often contain questions asking the students to contrast two or more views of given topics than do examinations in two-year colleges.

13) Two-year college instructors seem to really like their students more than do four-year college instructors.

14) Four-year college instructors do not do as good a job as two-year college instructors in helping students develop a view of their place in the world.

15) Student participation in classwork is more important in two-year college classwork than in four-year college classwork.

16) Four-year college instructors appear to be more vague in what they want in their assignments and tests than do two-year college instructors.

17) More two-year college instructors seem to want to keep track of the students' progress on current assignments than do four-year college instructors.

18) Instructors in two-year colleges are more willing to help students answer difficult questions than are instructors in four-year colleges.

TABLE 8

Table 9 presents the reverse transfer students' ratings of teachers in two and four-year institutions. Two-year college instructors were rated higher than were four-year college instructors on their abilities to stimulate thinking and make the subject interesting. Four-year college instructors were rated higher on subject matter knowledge than were two-year college instructors. However, in regard to their overall ability, instructors in four and two-year institutions were rated about the same. Two-year college instructors were rated higher in their role as counselors than were four-year college instructors.

TABLE 9

Conclusion and Discussion

Reverse transfer students appear to be very similar to other two-year college students in terms of family income, parents' education, and fathers' occupation when compared to norms developed by the American Council on Education (1971). The fact that the mothers of this sample of students had more formal education than did the fathers might suggest that the mothers played a strong role in the student's initial decision to attend a four-year college.

Although many of the reverse transfers in this study came from smaller communities, the reader must take into consideration the fact that all of the two-year colleges were located in Iowa. Iowa, being an agricultural state, is chiefly comprised of smaller-sized communities.

It is of significance that the reverse transfer students apparently were working more hours per week while attending a two-year institution than they did while at the four-year college. Could this along with the fact that a fairly large percentage were married and owned their homes imply monetary reasons for transfer? However, better loan or scholarship help at the four-year institution would not have retained those reverse transfer students who entered vocational-technical curricula. This indicated that money was not the main issue when they transferred from the four-year college. The additional work hours per week in the new environment might also suggest that work opportunities are more available in communities that contain two-year colleges. The fact that more reverse transfer students were married than those presented in junior college student norms by the American Council on Education (1971) in addition to owing homes, may be a major factor.

Certainly the fact that many of the reverse transfer students were experienci academic problems at the four-year institution played a part in the decision to transfer to a two-year institution. Significant is the fact that they anticipated

a large rise in their grade-point-averages as a result of the transfer. This is especially important in the case of the students who transferred into an arts and sciences program as half of them saw the transfer as an opportunity to raise their grade-point-averages. Probably these students intended to raise their GPA's with the hope of eventually returning to a four-year school. Vocational-technical students were not as concerned about raising their grade-point-averages as were arts and sciences majors. However, educators should keep in mind that this type of student is of higher ability than the average junior or community college student as measured by the ACT examination. After all, these individuals were of high enough academic standing to get admitted into a four-year college.

As might have been anticipated, the vocational-technical students put more emphasis on the goal of securing vocational or professional training than did the arts and sciences students. This may indicate that those reverse transfer students entering vocational-technical programs do so with the thought of obtaining employment upon completion of their two-year college education whereas the arts and sciences majors are considering additional educational beyond the two-year institution before obtaining employment.

In essence, we have a large group of above-average-ability students who typically did not have a successful academic experience in a four-year college setting. For this reason and others they transferred into a two-year college that apparently has lower tuition, is closer to home, and has the curriculum offering that meets the needs of these students.

It is apparent that the students were more satisfied in their new college environment than they were in the four-year college. This might explain some of the comparisons they drew between the two types of colleges. Nevertheless, two themes seemed to emerge from the comparison data. The first theme is

that reverse transfer students were getting more individualized attention in the two-year college than in the four-year college. This conclusion is based on such items as the following: 1) four-year college instructors were more interested in their students in an academic sense; 2) two-year college instructors seem to really like their students; and 3) student discussion in class is more important in a two-year college.

These students did not find many sources of assistance or offices that provided help in the four-year college. Apparently the four-year college was a rather cold and impersonal environment as very little institutional help was available in academic decision making. Even when the students were deciding to leave the four-year college they turned outside of the institution (friends, parents, and relatives) for help in making the decision. Obviously, four-year colleges are not making major efforts to retain such students. These students left seeking more concerned and helpful instructors in smaller-sized schools.

The second theme is that students feel they are doing better in the two-year college. This is implied in the students' anticipated rise in grade-point-averages More important, the reverse transfer students apparently had the feeling that they knew what the two-year college instructors expected and how well they were meeting these expectations. This could be the fault of both the instructors and the studen while at the four-year college. Is it possible that two-year college instructors purposely set out to keep students informed about their expectations and the studen progress? Or, is this a by-product of the feeling of personalization that may be a result of smaller-sized institutions, smaller classes, with an emphasis on counseling and guidance? Whatever the reason, it is apparent that students want both individual attention and the knowledge of how they are doing.

Interestingly, four-year college instructors were evidently respected for

their subject matter knowledge but they were not ranked as high for their ability to make the subject matter interesting or stimulating. Again, is this a by-product of the lack of personalization on the four-year college campus which results from the nature of the institution?

The higher ranking of two-year college instructors as counselors may perhaps be due to the emphasis placed on couseling in the community college philosophy. If this is the case, the students might have been asking for more individualized attention. There are some educators who would imply that it is not the function of the college to coddle all students; rather, it is within the college's function to present material and it is the student's responsibility to take the opportunity to grasp ideas and learn from the materials. It is apparent that reverse transfer students are not likely to succeed in such an environment. Thus, there is the possibility that this group of students would have been better off had they originally enrolled in a two-year college.

In summary, reverse transfer students are happy and satisfied with the decision they made regarding the transfer to a two-year institution. They apparently like their new college environment; at least, more than they liked their four-year college environment. Thus, perhaps students that fit the demographic characteristics of this sample of students and are experiencing academic difficulty within a four-year college setting should be encouraged to consider transfer to a two-year college. On the other hand, four-year colleges that want to either retain or re-admit this type of student should consider attempts at personalization.

Table 1

WORK HOURS PER WEEK NECESSARY WHILE AT
4-YEAR AND 2-YEAR INSTITUTIONS

Number of Hours	4-Year Institution				2-Year Institution			
	Arts & Sciences Students		Vocational Technical Students		Arts & Sciences Students		Vocational Technical Students	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
None at all	90	41.3	15	41.7	87	34.8	17	41.5
Not on regular basis	27	12.4	4	11.1	25	10.0	4	9.8
Less than 10 per week	13	6.0	1	2.8	13	5.2	2	4.9
10 to 14 per week	30	13.8	2	5.6	25	10.0	2	4.9
15 to 19 per week	16	7.3	2	5.6	24	9.6	5	12.2
20 to 24 per week	15	6.9	6	16.7	20	8.0	4	9.8
25 or more per week	27	12.4	6	16.7	56	22.4	7	17.1
No answer	53		8		21		3	

Table 2

MEAN ACT SCORES OF REVERSE TRANSFERS

Area	Arts and Sciences Students	Vocational Technical Students	Representative Norms*
English	20.2	21.2	16.8
Math	22.1	20.4	17.6
Natural Science	23.1	24.0	17.8
Social Science	22.8	22.8	19.0
Composite Score	22.3	22.0	17.9

*Source: 1970-71 enrolled freshman norms, based on 21,590 records in 2-year public colleges.

Table 3

GRADE POINT AVERAGE AT 4-YEAR INSTITUTION
AND
ANTICIPATED GRADE POINT AVERAGE AT 2-YEAR INSTITUTION

Grade Point Average	4-Year Institution				2-Year Institution			
	Arts & Sciences Students		Vocational Technical Students		Arts & Sciences Students		Vocational Technical Students	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
A (4.0)	3	1.1	0	0.0	19	7.1	3	7.0
B+ (3.5)	13	5.0	2	4.9	52	19.5	13	30.2
B (3.0)	21	8.0	2	4.9	102	38.2	13	30.2
C+ (2.5)	41	15.6	4	9.8	79	29.6	12	27.9
C (2.0)	49	18.7	17	41.5	14	5.2	2	4.7
D+ (1.5)	75	28.6	11	26.8	0	0.0	0	0.0
D (1.0)	52	19.8	4	9.8	0	0.0	0	0.0
F (0.5)	8	3.1	1	2.4	1	0.4	0	0.0
No Answer	9		3		4		1	
Mean GPA	1.87		1.90					
Mean Anticipated GPA					2.96		3.03	

Table 4

MOST IMPORTANT GOALS IN ATTENDING COLLEGE

Goal	Arts and Science Majors (N)	(%)	Vocational Students (N)	(%)
Learn how to enjoy life	19	7.0	3	6.8
Develop my mind and intellectual abilities	128	47.2	14	31.8
Secure vocational or professional training	120	44.2	32	72.7
Make a desirable marriage	9	3.3	2	4.5
Earn a higher income	107	39.4	15	34.0
Develop moral standards	6	2.2	2	4.5
Become a cultured person	31	11.4	2	4.5
Develop my personality	39	14.4	9	20.5
Develop a satisfying philosophy	34	12.5	3	6.8
None of these	9	3.5	1	2.3

Table 5

OFFICES AT 4-YEAR INSTITUTION WHICH PROVIDED A SOURCE OF ASSISTANCE

Arts and Sciences Majors

Office	No Assistance (N)	No Assistance (%)	Minor Assistance (N)	Minor Assistance (%)	Major Assistance (N)	Major Assistance (%)
Academic Advisor Office	90	39.8	93	41.2	43	19.0
Financial Aid Office	137	65.2	40	19.0	33	15.7
Health Service	128	61.2	64	30.6	17	8.1
Student Counseling Office	117	53.2	76	34.5	27	12.3
Student Affairs Office	158	78.2	37	18.3	7	3.5
Campus Ministry	171	83.0	30	14.6	5	2.4
Dormitory Advising Office	140	68.0	58	28.2	8	3.9

Vocational Technical Students

Office	No Assistance (N)	No Assistance (%)	Minor Assistance (N)	Minor Assistance (%)	Major Assistance (N)	Major Assistance (%)
Academic Advisor Office	16	45.7	11	31.4	8	22.9
Financial Aid Office	24	75.0	4	12.5	4	12.5
Health Service	19	59.4	10	31.3	3	9.4
Student Counseling Office	17	47.2	16	44.4	3	8.3
Student Affairs Office	25	75.8	7	21.2	1	3.0
Campus Ministry	26	81.3	2	6.3	4	12.5
Dormitory Advising Office	20	64.5	6	19.4	5	16.1

Table 6

PROVISIONS FOUR-YEAR INSTITUTION WOULD HAVE
HAD TO MAKE TO KEEP STUDENT ENROLLED

Provision	Arts & Sciences Students (N)	(%)	Vocational-Technical Students (N)	(%)
Provide better loans or scholarship help	53	27.9	0	0.0
Provide better living conditions	20	10.5	1	5.3
Provide better work opportunitites	13	6.8	2	10.5
Provide tutorial help	27	14.2	1	5.3
Provide more concerned and helpful instructors	56	29.5	7	36.8
Provide more reasonable academic requirements	12	6.3	5	26.3
Provide more reasonable social requirements	9	4.7	3	15.8
No answer	81		24	

Table 7

PLANS UPON COMPLETION OF TRAINING
AT THIS INSTITUTION

Plans	Arts & Sciences Students (N)	(%)	Vocational Technical Students (N)	(%)
Plan to continue with present employment	11	4.4	2	4.7
Plan to obtain a job	13	5.2	34	79.1
Plan to return to four-year institution	197	78.2	3	7.0
Plan to transfer, if grades will allow	24	9.5	1	2.3
Plan to marry	2	0.8	0	0.0
Plan to enter armed services	5	2.0	3	7.0
No answer	19		1	

TABLE 8

REVERSE TRANSFERS RATINGS OF 4-YEAR INSTITUTION AS COMPARED TO RATINGS OF 2-YEAR INSTITUTION

Item	True of 4-year (N)	True of 4-year (%)	True of 2-year (N)	True of 2-year (%)
Examinations emphasize recall of particular items of information	248	78.7	250	79.3
Some time given to student discussion in almost every class period	110	34.9	253	80.3
In many classes it is hard for a student to know how well he is doing	170	53.9	44	14.0
Instructors are mostly interested in their students in an academic rather than a personal sense	234	74.2	96	30.5
Assignments are designed to broaden students' views of life	164	52.0	172	54.6
Instructors are most concerned with conveying specific information about their subject matter	206	65.3	189	60.0
Instructors do not encourage questions from the class	122	38.7	28	8.9
It is often hard to know what professors want in students' work	193	61.2	58	18.4
Instructors try to teach students methods of gathering and evaluating information in their field	168	53.3	207	65.7
There is quite a bit of laughter or joking in many classes	45	14.3	141	44.7
Instructors want each student to consider his own set of values and outlook	138	43.8	200	63.4
Assignments are designed to give students a thorough knowledge of the facts about the subject	213	67.6	236	74.9
The instructors ask many questions in class	69	21.9	177	56.1

REVERSE TRANSFERS RATINGS OF 4-YEAR INSTITUTION AS COMPARED TO RATINGS OF 2-YEAR INSTITUTION

Item	True of 4-year (N)	True of 4-year (%)	True of 2-year (N)	True of 2-year (%)
Professors try to tell each student clearly how well he is doing and how well he has met their expectations	24	7.6	167	53.0
Instructors often go for coffee or snack with students after class	47	14.9	68	21.6
Instructors seem concerned with understanding the general implications of ideas in everyday life	117	37.1	217	68.8
Lectures place a great deal of emphasis on specific details	201	63.8	163	51.7
Students are often asked to give verbal reports of assignments	47	14.9	121	38.4
Professors seem to keep changing their minds about what they require from students	51	16.2	37	11.7
Questions on exams often ask students to contrast two or more views of given topics	155	49.2	87	27.6
Instructors really seem to like their students	101	32.0	270	85.7
Instructors try to help students develop a view of their place in the world	112	35.5	176	55.8
Instructors try to cover every area in their subject in minute detail	92	29.2	71	22.5
Student participation is an important part of most class work	84	26.7	217	68.8
Professors sometimes ask students to do two conflicting things at the same time	58	18.4	32	10.2

REVERSE TRANSFERS RATINGS OF 4-YEAR INSTITUTION AS COMPARED TO RATINGS OF 2-YEAR INSTITUTION

Item	True of 4-year (N)	True of 4-year (%)	True of 2-year (N)	True of 2-year (%)
Most questions instructors ask in class are about disputes and different interpretations of facts in their fields	106	33.6	89	28.3
Instructors are often sarcastic or critical of students in class	58	18.4	30	9.5
Examinations usually ask broad general questions often about some current topic which could have many kinds of answers	81	25.7	60	19.0
Professors are often so vague about what they want in assignments, tests, etc., that students have to ask many questions to find out what they mean	106	33.6	57	18.1
Assignments are designed to give the student an understanding of the current state of the field	190	60.3	228	72.3
Instructors seem to want to see if each student has done the current assignment	97	30.8	214	67.9
When students have difficulty responding to a question instructors will help them answer	103	32.6	224	71.1
The instructors seem to be concerned with keeping up with the latest development in their own field	248	78.7	243	77.1
The college has given me a detailed knowledge of my field	100	31.7	126	40.0
The college has prepared me for employment	77	24.4	116	36.8
College experience has made me more aware of the needs of my community	148	46.9	184	58.4

Table 9

REVERSE TRANSFER STUDENTS' RATINGS OF TEACHERS AT FOUR-YEAR AND TWO-YEAR INSTITUTIONS

Area	Four-Year Institution						Two-Year Institution					
	Poor		Capable		Good		Poor		Capable		Good	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Subject matter knowledge	3	1.0	30	10.0	266	88.9	3	1.0	68	22.3	234	76.7
Overall ability	12	4.1	103	34.9	180	61.0	1	0.3	109	36.3	190	63.3
Ability of counselor	78	27.4	113	39.6	94	33.0	31	10.5	99	33.7	164	55.7
Ability to stimulate thinking	42	14.1	130	43.6	126	42.2	29	9.5	88	28.9	187	61.5
Ability to stimulate reading	91	30.6	132	44.4	74	24.9	59	19.5	137	45.2	107	35.3
Ability to make subject interesting	69	23.1	137	45.8	93	31.1	15	5.0	112	36.9	176	58.0

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